

Accessibility Policy

PROSPECT HOUSE SCHOOL

September 2023 – September 2026

Prospect House School is committed to providing a nurturing and welcoming environment that is inclusive, and that supports all members of the school community, taking account of the pupils' disabilities and any preferences expressed by them or their parents.

I. Introduction

Prospect House School is committed to promoting equality of opportunity for all pupils, staff, parents, and visitors. We aim to provide an inclusive, supportive, and accessible environment, enabling all individuals to participate fully in school life.

This policy and accompanying plan are drawn up in accordance with

- The Equality Act 2010
- The Children and Families Act 2014 (SEND Code of Practice)
- Independent Schools Inspectorate (ISI) regulations

Schedule 10 of the Equality Act (2010) requires the school to have an accessibility plan that covers a three year period; this is currently September 2023 to September 2026. The plan includes both the Lower School and Upper School buildings, and sports facilities used regularly by the school. The Governing Body has overall responsibility for the Accessibility Plan which will be kept under regular review during this period by the Head of Learning Support in liaison with the Headteacher, and will be revised if appropriate. The Governing Body will also have regard to the need to allocate adequate resources for implementing this accessibility plan.

The plan addresses three key areas:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. The school is required to make 'reasonable adjustments' for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students.

The school currently has pupils with a variety of disabilities. These include, but are not limited to: autism, dyslexia, DCD,, ADHD/ADD, speech and language difficulties, hearing and visual impairments. There are also a number of pupils with medical conditions such as severe allergies and asthma and one pupil with a current EHCP plan. All pupils are fully integrated into school life and participate in the whole curriculum including

extra-curricular activities and residential trips. The Head of Learning Support provides relevant information on pupils, and liaises closely with school staff on the identification and support of those pupils with learning and other additional needs.

Due to the nature of the school buildings, (converted residential buildings on three and four stories) the school is limited in the extent to which it can alter physical access, although this is always considered.

The school's Admission Policy is available on the school's website. The key objectives of the school's admissions policy are to admit children regardless of sex, race, ethnicity, religion, language, or disability and to give priority to siblings of children who are pupils of the school. The school is non-selective for entry into the Nursery and Reception year groups. However, the parents of a child entering the school in any year group are expected to notify the school of any physical or educational difficulty or other medical condition which may affect the child's progress at school so that these may be discussed with the head and, where necessary, appropriate and reasonable adjustments put into place. In assessing any pupil or prospective pupil the school may take advice and require assessments to be completed as it deems appropriate.

Aims and Objectives

We aim to:

Ensure that all pupils have access to a broad and balanced curriculum.

Improve and maintain access to the physical environment of the school.

Improve the availability of accessible information to all pupils, parents, and visitors.

Foster an environment where every individual feels respected and valued.

Key Responsibilities

The Governing Body and Headteacher are responsible for:

- Ensuring the development, implementation, and review of this Accessibility Policy and Plan.
- Monitoring accessibility arrangements and responding to new challenges.

The SENDCo is responsible for:

- Advising on reasonable adjustments.
- Supporting staff to implement inclusive practices.

All staff are responsible for:

- Implementing the policy in their daily work.
- Promoting an inclusive culture and making reasonable adjustments.

AIM	ACCESS TO THE CURRICULUM: To increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum		
ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Regular staff training on differentiation and inclusion strategies	Termly	SENDCo/Headteacher	Staff are confident in supporting pupils with SEND
Ensuring the curriculum is adaptable and teachers are planning for individual needs	Ongoing	Headteacher/All SLT/All teachers	Children able to fully access curriculum
Visual timetables and visual cue cards in classrooms, where required	Ongoing	SENDCo/teachers	Children able to fully access curriculum
Assistive technology provided or accommodated to meet the needs of the child: laptop, IPAD,	Ongoing	SENDCo/IT Lead/All teachers	Children able to fully access curriculum
Teachers have a system to communicate any concerns to SENDCo. Assessments and observations then carried out by school SENDCo who is a Specialist Diagnostic Assessor: screening and advice for teachers/ parents	Ongoing	SENDCo	Early identification and support of children with learning needs
Involvement with contracted Speech and Language Therapists and Occupational Therapists to address specific targets for children , where reasonable and appropriate e.g. a child in Reception supported by teachers using targets set by O.T.	Ongoing	SENDCo	Targeted support for pupils with specific SALT/O.T. need

Reviewed: 24/04/25
Next Review: 24/04/26

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<p>Weekly review meetings with head. SENDCo, class teacher, and parents to support child in Y4, using advice from weekly SALT sessions</p> <p>Use of standardised data from termly assessments in reading, spelling, writing, maths and CAT scores to monitor progress and identify children where they may be an underlying specific difficulty impacting attainment</p> <p>Additional small group support by Head of LS Learning Support for children in LS who have gaps or specific learning difficulties in maths/English or handwriting, and 1:1 support where appropriate</p> <p>Reading Intervention in the Upper School x 3 weekly for identified Y3 or Y4 children who are slow to acquire reading skills</p> <p>Children with an SPLD diagnosis have access to 1:1 learning support from four specialist Level 5/7 SPLD teachers</p> <p>From Y3 - Y6 children put into maths sets so those that need more support/review/slower pace of working with a differentiated curriculum if appropriate</p>	Weekly	Headteacher/SENDCo	Pupils will be maintaining or improving upon their progress with early identification and support given to bridge any gaps
	Termly	Headteacher/SLT	Learning needs identified early and given targeted intervention
	Weekly	SENDCo	Learning needs supported with targeted intervention to promote reading fluency
	Weekly	SENDCo	Able to work at their own pace/increase in confidence and self esteem
	Ongoing	SENDCo	Learning needs supported
	Ongoing	SENDCo	More able to access the curriculum with focus and concentration
	As needed	SLT /SENDCo	Improvement in wellbeing/mental health

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Equipment available to support core balance and attention difficulties e.g. Move 'n' sit cushions, privacy screen in class and in examinations, sensory 'fiddle' toys, chair bands etc.	As needed	Deputy Head	Pupils more able to reflect thoughts and ideas onto paper and to experience success/pride in their work
Movement breaks for children with attentional or sensory needs, including time out of the class if necessary	Termly		Children well supported in the classroom
Mindfulness lessons delivered to all children + Mental Health programme and Wellbeing Walks	Daily	SENDCo	
Equipment available to support handwriting difficulties e.g. pen grips and/or access to typing from Y4 (earlier if deemed necessary) or for those that have an identified cognitive profile where they would benefit from editing function (e.g. dyslexia)	Daily		Pupils learning profile well supported allowing them to be on a more level field with peers
TA support for children who find it hard to work with independence and keep on task	Ongoing	Head of Lower School	Child's learning needs identified in advance so adaptations planned/put in place
Appropriate access arrangements put in place for termly assessments: 25% extra time, typing, rest/movement breaks, prompter, privacy board	As needed	Head of Lower School/J/SENDCo	Enables pupil to feel happy and well supported, improved socialisation with peers, to be able to show potential and gain success/more readily access the curriculum
Invite child into nursery setting before term starts so can meet teacher + I:I or visit in home/ current nursery setting	Weekly		
Liaison with I:I LSA/O.T and SALT for child in Key Stage 1 with significant global delay: hearing, speech and			

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language/motor needs plus support with EHCP goals - adapting planning and work on specific targets set by SEN professionals			
Meeting at the start of academic year with class/specialist teachers/ SENDCo to outline the SPLD needs of children in their classes + regular discussions throughout the term Head of Learning summarises all external E.P. and SEN reports with recommendations with access given to all relevant staff on Shared SEN Drive	Termly	SENDCo	Child's learning needs being met
	Ongoing	SENDCo	Information more readily available to all staff/staff have accessible summary identifying learning needs and how to best support individual children
Morning staff briefing - highlights any vulnerable children so all staff can support	Daily	Headteacher/Deputy Head	Quick identification and support for children who may be struggling
Counselling room established and training given for teacher to become Counselling Lead/play therapist	Weekly	SENDCo	Children's emotional needs well supported/improvement in child's mental health and wellbeing
Chatterbox system established so children with emotional difficulties can communicate quickly/staff address same day	Daily	Headteacher/Deputy Head	Children well supported//improvement in child's mental health and wellbeing
Emotional survey app introduced to Y6 to monitor wellbeing with quick follow up on any concerns	Weekly	Deputy Head	Child's mental health and wellbeing well supported
Weekly group interventions to support turn taking and social communication skills	Weekly	Deputy Head	Child's mental health and wellbeing well supported/improved socialisation

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Children with complex hearing and communication needs supported termly by Wandsworth Sensory Needs for Deaf	Termly	SENDCo	Children able to access the curriculum and work at expectation
Provision of hearing loops with teachers for those children with hearing loss	Ongoing	SENDCo	Child able to access the curriculum and work at expectation
The PE department screens all children from Y2 to identify any gross motor difficulties using the FMS programme. Weekly intervention in PE lessons/parents given targets to work on at home	Weekly	SENDCo	Support and achieve targets set- improvement in gross motor coordination

AIM	ACCESS TO THE PHYSICAL ENVIRONMENT: Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.		
ACTION	TIMESCALE	SLT LEAD	SUCCESS CRITERIA
Visual timetables and signage as needed	Ongoing	SENDCo/teacher	Clear and accessible to pupils
Physical audits of the School will continue to be carried out with any disabled staff and pupils in mind, to improve access	Ongoing	Headteacher/Maintenance Lead	Continued improvement of any appropriate facility to enable better access
Wellbeing Room established for scheduled meetings and drop in sessions following Chatterbox worries	Ongoing	Headteacher	Children enjoying the space and privacy to talk through problems

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Provide alternative learning spaces on the ground floor should a child experience a temporary loss of mobility, i.e., broken limb preventing access to stairs	As required	Deputy Head	Able to fully access the curriculum
Review accessibility of playground and outdoor spaces	Yearly	Headteacher/Maintenance Lead	Pupils able to socialise with peers

AIM ACCESS TO INFORMATION: Improve the provision of information to disabled pupils and parents			
ACTIONS	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
All children in Years 5–6 have 1:1 iPads, there are also iPads available for children in all other years (10 per class). Voice to text can be used where necessary with training for children and teachers in accessibility tools on the iPads	Ongoing	Headteacher/IT lead	Easy access to supportive apps and proficient at accessing appropriate tools
Provision of written materials in different formats such as coloured paper, texts on iPads which can be read aloud/copying information from the board using iPads, reader or scribe when possible, Braille (if needed)	Ongoing	SENDCo/All teachers	Accessibility on par with other pupils/parents
Review provision for any new children, staff or parents who may be visually or hearing impaired/have medical/physical disabilities	Ongoing	Headteacher/Admissions/SENDCo	Any learning need well resourced and supported/school accessible
Ensure the school's website meets accessibility standards (WCAG 2.1)	In review	Headteacher/IT Lead/Admissions Officer	Accessibility on par with other pupils/parents

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5. Monitoring and Review

- This policy and plan will be reviewed annually by the Headteacher, Senior Leadership Team and Governing Body.
- Progress will be monitored through the School Development Plan.

6. Complaints

Concerns related to accessibility should be raised in line with the school's Complaints Policy, available on the school website or from the school office.

7. Related Policies

- SEND Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy